DOCUMENT RESUME

TE 000 764

ED 023 658

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New Dictionaires and Textbooks in English, Spelling, and Handwriting Adopted for use in California Elementary Schools Beginning with the 1968-69 School Year.

California State Dept. of Education, Sacramento.

Pub Date 68

Note - 10p.

EDRS Price MF - $0.25 HC - $0.60

Descriptors - *Dictionaries, Elementary Education, *English Instruction, *Handwriting Instruction, Language Instruction, Secondary Education, *Spelling Instruction, Supplementary Textbooks, Textbook Content, Textbook Evaluation, *Textbook Selection

A description and the rationale for selection of new instructional materials adopted by the California State Department of Education are provided in this curriculum publication. Intended for use in grades 1-8 for a four-year period beginning with the 1968-69 school year, these materials include dictionaries, basic language textbooks, supplementary textbooks, and textbooks on spelling and handwriting. (LH)

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New Dictionaries and Textbooks in English, Spelling, and Handwriting

Adopted for Use in California Elementary Schools Beginning with the 1968-69 School Year

Prepared for the California State Curriculum Commission

By Mrs. Elaine Stowe
Member of the Commission

ED023658

CALIFORNIA STATE DEPARTMENT OF EDUCATION
MAX RAFFERTY, Superintendent of Public Instruction
SACRAMENTO—1968

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New Dictionaries and Textbooks in English, Spelling, and Handwriting Adopted for Use in California Elementary Schools Beginning with the 1968-69 School Year

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California State Curriculum Commission

The Curriculum Commission is taking this opportunity to provide California schools with information concerning the rationale for the adoption of dictionaries and new textbooks in English, spelling, and handwriting, grades one through eight, for a four-year period beginning with the 1968-69 school year. Both pupils and teachers editions of the textbooks will be provided. The teachers editions will be available in January, 1968 and may be ordered in advance on order forms that will be supplied by the State Department of Education. School districts are thus being given opportunity to make advance preparation for the successful introduction and use of the new textbooks.

During the last quarter century, our language has been subjected to scientific study by a far greater number of scholars than ever before. The study has increased our knowledge of the function and structure of our language and in doing so has made apparent wherein the English program offered by the public schools needed to be modernized and strengthened. This modernizing and strengthening may be accomplished by providing early in the program opportunities for pupils to begin learning to use our language, in stressing oral language usage at all levels and presenting the new theories of grammar, the most prominent of which are structural linguistics and transformational generative grammar. Provision is made for pupils to understand a concept of English language as a system of symbols and sounds. The textbooks adopted for use in California schools, beginning with the 1968-69 school year, make an important contribution to the development and use of these ideas and procedures in California schools.

The basic goals in English education have not changed substantially. The major ones are to develop in all children competence in speaking, listening, reading, and writing commensurate with their abilities. English is a content subject, a unified discipline, the major components of which are language, literature, and composition. The new direction in English emphasizes the necessity for a well-integrated program.

The new English Language Framework for California Public Schools will soon be distributed to school districts. It outlines a scope and sequence for the English curriculum, provides an underlying philosophy for the total program, stresses an interrelationship of all skills, and provides for articulation throughout the program, kindergarten through grade twelve.

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The State Board of Education, in providing the means for establishing this new program through this adoption and through the new English framework, is providing both the leadership and direction that is needed to secure the type and quality of program required.

For the first time, basic materials in English and spelling will be provided for grades one and two. These materials will allow the teacher to further pupils' language abilities by helping them to expand their vocabularies and to acquire speaking and writing skills. The materials adopted for these two grades will help to prepare pupils for the newer grammatical concepts they will encounter in ROBERTS ENGLISH SERIES adopted for use in grades three through six. The books adopted for grades seven and eight are essentially transitional in nature and will allow pupils to move gradually into a program which provides for the new directions in English. However, during the first year or two the books are in use, every necessary step should be taken to make certain that every pupil is prepared to make the transition from the sixth grade book to the seventh grade book.

For the past three years, elementary and high school teachers have attended conferences and meetings held throughout the state at which information concerning new trends and new content in the field of English have been discussed. Meetings must be continued throughout the state to acquaint teachers with the new framework and textbooks and to provide them such other help as they may need to move into the new English program successfully.

Basic Language Textbooks

The English textbooks adopted for use in California schools beginning with the 1968-69 school year are briefly described in the following sections of this presentation. The normal distribution ratio for each book is in parentheses. A teachers edition is provided with each of the adopted textbooks.

Grades One and Two

Ginn and Company
GINN ELEMENTARY ENGLISH, Part I-1 and Part I-2, Grade One
GINN ELEMENTARY ENGLISH, Part II-1 and Part II-2, Grade Two
(One copy of each part for that grade for every three pupils in the grade. Districts that have small schools or programs where pupils of more than one grade are in the same classroom may obtain additional copies if they are needed.)

The major purpose of the Ginn Elementary English materials for grades one and two is to provide pupils with experiences which will help them to acquire and to use efficiently the skills needed for successful oral and written communication. The instructional or learning plan is organized around four phases of language which reinforce one another and which are closely integrated -- listening, speaking, writing, and reading. Pupils are involved in language activities that

make them increasingly aware of the importance of being capable of using oral and written English well. They learn that certain patterns of usage constitute standards which serve as guidelines for communicating effectively. The lessons are developed sequentially around experiences which are common to most children at the primary level, regardless of their environmental or socioeconomic backgrounds.

Pooling: English textbooks were adopted on the ratios of distribution specified with the intent that large schools will receive a sufficient number to supply whole classes with textbooks for special study providing the books are pooled for this purpose. School districts with small enrollments will not have this opportunity to supply whole classes with textbooks and will therefore find it necessary to restrict activities requiring their use to small groups.

Grades Three Through Six

Harcourt, Brace and World
ROBERTS ENGLISH SERIES, Book A, Grade Three; Book B, Grade Four; Book C, Grade Five; Book D, Grade Six (One book for each pupil in the grade)

This series reflects the latest scholarship in the teaching of English and uses one of the most recent approaches to the teaching of grammar. Although it does not take the place of spelling books, readers, or literature books, it does, for the first time in any English series, embody all the skills that are integral parts of a complete English curriculum and shows their interrelationships. All the skills are developed in a logical and systematic manner and unnecessary duplication from one year to another is avoided. The following five strands extend through the series:

(1) A literature strand introduces selections from famous writers, with poetry as the dominant literary form.

(2) The vocabulary strand places particular emphasis on the development of a varied vocabulary.

(3) Phonology, the sound system of English, is taught beginning with the spellings for consonant sounds and moving to the spellings for the vowel sounds. Useful discussions on varying dialects and pronunciations help pupils to understand the spellings of English words. Special attention is given to the development of spelling generalizations.

(4) The syntax strand embodying transformational generative grammar begins in the third grade and is systematically developed through grade six. Pupils begin in the third grade with the simple sentence and by the fifth grade they are introduced to transformations, the operations by which "kernel" sentences may be transformed into all the kinds of sentences in the language.

(5) Composition is developed in a variety of ways. Excellent examples from literature provide the bases for discussion of ideas for good writing. Emphasis is placed on involving pupils in discussions so that they learn to express their own ideas and draw from their own experiences. The excerpts from literature provide models for the pupils to study.

A supplementary manual entitled Transformational Grammar: Background for Teachers will be supplied for each teacher. The manual contains lesson sheets which the publisher has given permission for school districts to reproduce for classroom use. These may be used to advantage in any grade to orient pupils to the new vocabulary and new approach.

Grades Seven and Eight

American Book Company

OUR LANGUAGE TODAY, Grade Seven
OUR LANGUAGE TODAY, Grade Eight
(One book for each average and above average pupil in the grade -- statewide average, approximately 70 percent)

Three major strengths characterize the textbooks in grades seven and eight. The first is their inductive approach. Skills are discovered by pupils as they observe and analyze language models. A handbook in the back of each book provides the pupil a source for review, for further study, and for reinforcing the discoveries he has made inductively.

The second strength is in the grammar strand. Recognition is given to the fact that there are many varied ways to describe how the English language operates, and an eclectic approach is provided. Several model systems are put together into a relationship meaningful for pupils. The grammar description in the text is modern and comprehensive. Pupils have many experiences expanding sentences from the basic kernel structure. The book relates punctuation skills to the oral language elements of stress, pitch, and pauses. The textbooks include material on the history and development of our language, also on the nature of language.

The third strength is in the composition strand. Here the process of reporting is emphasized. Pupils not only examine reports, but are given careful, step-by-step help in the process of obtaining information, analyzing the information collected, and making effective use of the information. There is a great deal of emphasis on logical thinking. Quality rather than quantity of composition is stressed. A variety of styles of writing and models from excellent literary sources which pupils may emulate in developing their own skills in composition are presented for pupils to study.

Discovering Your Language, Grade Seven
The Uses of Language, Grade Eight
(One book for each slower learning pupil in the grade -- statewide average, approximately 30 percent)

Discovering Your Language introduces pupils to the study of structural linguistics. Pupils are helped to use linguistic research methods to discover the classes of words, the basic sentence patterns, and the extension of the basic sentence patterns

The Uses of Language extends the pupil's linguistic inquiries into the area of a comparative grammar, usage, appropriateness, and dialect, and introduces problems in defining, categorizing, labeling, differentiating among facts, using inferences, and making judgments.

Supplementary English Textbooks

Grades Seven and Eight

Harcourt, Brace and World
COMPOSITION: MODELS AND EXERCISES 7, Grade Seven
COMPOSITION: MODELS AND EXERCISES 8, Grade Eight
(One for each three pupils in the grade)

Pooling: Since these books were not adopted for daily use in the classroom, they are provided on this ratio of distribution with the intent that, when the size of the school permits, the available copies will be sufficient in number that the books may be pooled centrally and used as they are needed even with large groups.

It is the intention of the Curriculum Commission that these books augment OUR LANGUAGE TODAY. The books contain examples of professional writing that pupils may use as guides for developing writing skills. Pupils are lead from the source of ideas for composition to the topic sentence; the paragraph, including unity, development, and coherence; diction; and finally, specific forms of discourse.

Dictionaries

The dictionaries adopted for use in California schools beginning with the 1968-69 school year are briefly described in the following sections of this presentation. The normal distribution ratio for each dictionary is in parentheses.

The dictionary is an excellent reference for use in the classroom, and if its use is mastered early, the dictionary will continue to be a valuable tool throughout a person's life. The dictionary is also a source of information about the language, its history, its orthography, its pronunciation, and its semantic variation. Dictionaries with varying degrees of complexity of content were adopted for use in California schools. The use of these dictionaries should result in pupils learning how dictionaries differ and how to select the best dictionary to use for a given purpose.

Pooling: Dictionaries were adopted on the ratios of distribution specified with the intent that large schools will receive a sufficient number to supply whole classes with dictionaries for special study providing the dictionaries are pooled for this purpose. School districts with small enrollments will not have this opportunity to supply whole classes with dictionaries and will therefore find it necessary to restrict activities requiring dictionary usage to small groups.

Grade Three

Scott, Foresman and Company
Thorndike Barnhart Beginning Dictionary, Star Edition
(One for every six pupils)

A series of skill-building lessons in the front of this dictionary prepares children to use the dictionary to best advantage.

Grade Four

Holt, Rinehart and Winston
The Holt Intermediate Dictionary of American English
(One for every three pupils)

This dictionary reflects the broadening curriculum and the more exacting dictionary needs of pupils. Illustrative sentences provide guides to pupils in using new words in their writing. The teachers manual that accompanies this dictionary contains suggestions for helping pupils learn to use the dictionary effectively. The manual includes a recording of regional pronunciations.

Grade Five

American Book Company
Webster's New Practical School Dictionary
(One for every three pupils)

This dictionary introduces pupils to the study of word origins, includes a spelling guide, and contains a vocabulary that covers subject areas in which they will be reading, including geographic names. A teachers edition of this dictionary was adopted. This contains extensive marginal annotations and colored underscoring which will help the teacher show pupils how to use the dictionary as a learning tool.

Grade Six

The Macmillan Company
Webster's New World Dictionary - Elementary Edition
(One for every three pupils)

This dictionary extends knowledge of the content and organization of dictionaries and broadens and expands dictionary skills. Words are used in context to make their meanings clear and to emphasize correct usage. The teachers manual that accompanies this dictionary contains many practice lessons that may be duplicated and used to help pupils to acquire dictionary skills and to become increasingly proficient in using the skills.

Grade Seven

Scott, Foresman and Company
Thorndike Barnhart Comprehensive Dictionary, Star Edition
(One for every six pupils)

This dictionary introduces etymology, contains many usage notes dealing with questions of conflicting or changing usage, and includes new terms of space technology, electronics, physics, and other recently expanded fields. The teachers edition of a study guide entitled Basic Dictionary Skills was adopted for use with this dictionary. This guide contains exercises keyed to certain pages or sections of the dictionary that are designed to encourage intensive study of the dictionary at the junior high school level.

Grade Eight

Harcourt, Brace & World
Funk & Wagnalls Standard College Dictionary
(One for every six pupils)

This dictionary provides a great many more entries than the elementary school dictionaries adopted. A Dictionary Study Guide, a copy of which will accompany each dictionary, contains exercises to guide the pupil in his study of this more advanced dictionary. Although the guide provides for answers to be written in it, since no additional copies will be provided, the exercises should be duplicated for pupil use.

Spelling Textbooks

Many improvements have been made in the teaching of spelling, and thus in spelling books, in the nine years since the previous spelling adoption. The linguists have provided a careful and penetrating analysis of English speech sounds and their relationships to the alphabetic symbols by which the sounds are recorded in writing. A higher degree of regularity than had been realized exists in these relationships. This analysis has influenced the teaching of spelling.

In this series words are presented in groups to illustrate the expected, or most common, spelling of English sounds. Pupils are led to make fundamental generalizations about phoneme-grapheme relationships and to look at all words discriminatingly.

The philosophy of the new spelling series adopted for the elementary grades is consistent with the philosophy of the new directions in the English program.

Grades One Through Six

Webster Division, McGraw-Hill Book Company
BASIC GOALS IN SPELLING Books 1, 2, 3, 4, 5, and 6 (One consumable pupil textbook for each pupil, and editions for teachers for grades two through six)

In this series the pupil is taught to associate the sounds he hears with the symbols he sees and to write the symbols for the sounds. As he gains skill in spelling, he is encouraged to make generalizations concerning the spelling of words that are similar in structure or sound and to study parts of words that do not follow a usual pattern of sound-symbol relationship. In these ways, the pupil learns the principles of spelling, not merely the spelling of selected words.

Grades Seven and Eight

Follett Publishing Company
SPELLING AND WRITING PATTERNS, 1620 Power Words (nonconsumable) (One to every three pupils in the seventh and eighth grades)

This series is for the pupil who has mastered the basic spelling skills but needs to review and extend his learnings. The book is organized to enable each pupil to work at his own pace under the guidance and direction of the teacher. It identifies the significant features of the major spelling patterns, thus helping the pupil to spell many words without having to study each work separately. It also relates spelling to its real purpose -- spelling words correctly in writing.

Harper and Row, Publishers
THE READING ROAD TO SPELLING, Book Seven (grade seven, and Book Eight grade eight) (consumable) (One to every three pupils)

This series is to be used with pupils who have not mastered the elementary spelling skills. An outstanding feature of this book is that words are grouped according to phonetic principles, to likenesses and differences, to letter combinations and structural characteristics to facilitate learning. Pupils are taught a spelling method and led to apply this method in spelling unfamiliar words. Skills of reading, writing, language, and spelling are interrelated in such a manner that all the pupil's communication skills are improved.

Handwriting

A planned sequential program for the teaching of handwriting has been provided by the selection of textbooks for pupils in grades one through four and the teacher editions supplied for each of these grades. A model of both the manuscript and cursive alphabets is provided in each pupil book. Teachers are urged to have pupils remove this model and keep it available so that they can refer whenever they wish to improve their writing.

Beginning with grade five, teacher editions of writing books were adopted, but no pupils books. A one page model of cursive and manuscript letter forms is included in each edition. These models may be duplicated for pupil use as a guide for forming letters and as a standard by which to determine how well he writes. Since handwriting is a mechanical skill, the mastery of it depends largely upon the pupil having the practice he needs to develop a level of proficiency in writing that is compensatory with his ability. The teachers editions contain techniques that may be used to encourage pupils to continually endeavor to improve their handwriting.

Grades One Through Four

Noble and Noble Publishers, Inc.
BETTER HANDWRITING FOR YOU, Books One, Two, Three, and Four
(One nonconsumable book for each pupil and editions for teachers)

Each book contains a graphic presentation of each stroke for every letter of the alphabet. Special suggestions for left-handed writers are included.

Grades Five Through Eight

Noble and Noble Publishers, Inc.
BETTER HANDWRITING FOR YOU, Books Five, Six, Seven, and Eight
(Teacher editions only)

Consultant Services of Publishers

The publishers of the books adopted will make consultant services available for use in inservice training meetings that are devoted to studying how the newly adopted books may be introduced and used to best advantage. Requests for the services of the consultants of any of the companies should be presented in advance of the time they are needed.

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